



SYLLABUS OF THE SUBJECT "DESIGN AND DEVELOPMENT OF CURRICULA IN EDUCATION"

Të dhëna bazike të lëndës	
Academic unit:	Faculty of Education
Course title:	Development of critical thinking
Programme:	Education Sciences
Level:	Master
Status of the course:	Optional
Year of study:	Second year, third semester
Number of hours per week:	2
Value on credit – ECTS:	4
Time / Location:	
Course teacher:	
Contact details:	
Description of the subject	This course covers thinking, critical and analytical thinking: definitions, theory, history, basic concepts and approaches, logical thinking, presenting arguments and articulating hypotheses, seeking explanations and establishing theory, evaluating resources and preparing a strategy reading as well as one's comprehension. own and others' biases, learning to overcome, the importance of critical and analytical thinking for children, what activities should be created for these achievements for children, the relationship between questions and critical and analytical thinking skills, factors that influence in critical and analytical thinking, induction and deduction, critical and analytical reading, listening, speaking and writing, It includes topics such as critical thinking in the teaching profession.
Objectives of the course:	The aims of this course are to provide students with the ability to question, analyze, interpret, evaluate and make a judgment about what they read, hear, say or write. It also aims to familiarize students with the forms and techniques of rational knowledge, to form a general idea about the logical methods and approaches used in the field of professional activities, and practical skills of rational and effective thinking.
Learning outcomes:	• Understand and explain the concepts of thinking and critical thinking; • Understand what critical thinking is and why there are many definitions; • Learning the basic concepts of critical thinking and discovering ways to evaluate critical thinking; • Applying various critical thinking skills in daily and business life;

	• Applying cognitive constructivist critical thinking activities; • Identify and analyze problems accurately; • Learning to ask different and correct types of questions; • Recognizing how perspective affects the decision made; • Learning how to reason effectively and consistently; • Understand the structure, standards and moral aspect of critical thinking; • Using critical thinking and applying the problem-solving process.		
Student workload (should correspond to the student's learning outcomes)			
Activity	Hours	Days/weeks	Total
Lectures	2	15	30
Theoretical and Laboratory exercises	1	1	15
Practical work			
Meetings with teachers/consultations	1	10	10
Field exercises			
Colloquiums and seminars			
Homework	2	5	10
Individual studying time (in the library or at home)	2	10	20
Final preparations for an exam	2	5	10
Time spent on assessment (tests, quiz, and final exam)	2	2	4
Projects and presentations	1	1	1
Total			100 Orë 4 ECTS
Teaching methodology:	The course will run by using contemporary teaching methodologies and techniques, through interactive teaching, discussions, and different forms of individual work, pair work, group work, presentations, etc.		
Assessment methods:	Continuous assessment (activity)	10%	
	Individual presentations	20%	
	Midterm	20%	
	Final exam	50 %	

Basic Literature:	1. Musai, B (2005) Mësimdhënia dhe të nxënit ndëreveprues-Metoda për zhvillimin e të menduarit kritik. Tiranë: Qendra për Arsim Demokratik. 2. Richard Paul & Linda Elder. Kritik Düşünce (tercümë). Haziran 2020, Nobel Yayınları. 3. Noel Moore & Richard Parker. Critical Thinking (9th ed.). NY, 2009. 4. Zabeli, N. & Hoti, D. (2013). Strategji ndërevepruese të mësimdhënies. Prishtinë: Norwegian Embassy Studio gjithcka, arsyes vendin e parë. Tiranë: AEDP 5. Noel Moore, N. & Parker, R. (2009). Critical Thinking. Boston: Mc Graë Hill
Additional Literature:	1. Cottrell, S. (2017). Critical Thinking Skills.London: Palgrave 2. Fisher, A. 2011, Critical Thinking – An Introduction.London: Cambrige University Press. 3. Noel Moore, N. & Parker, R. (2009). Critical Thinking. Boston: Mc Graë Hill

The designed learning plan:		
Week	The planned lesson	Exercises
Week I	Ways of thinking: Concepts, judgments, perceptions, images	Course Description - Guiding Principles
Week II	Thinking and Critical Thinking: basic concepts and approaches.	Presentation and Discussion
Week III	Being an impartial thinker	Presentation, Discussion, Case Study
Week IV	Identifying and Analyzing the Problem	Presentation, Discussion, Case Study and case study
Week V	Asking the Right Questions with Scientific and Reasoned Reasoning	Question and answer, brainstorming and discussion
Week VI	Stages of Development and self-knowledge	Case example and case analysis
Week VII	Standards of thought and parts of thought	Presentation discussion
Week VIII	Midterm	Midterm
Week IX	Irrational thoughts	Question and answer, discussion, brainstorming
Week X	Obstacles in critical thinking	Question and answer, discussion, brainstorming
Week XI	Overcoming prejudices of self and others	Question and answer, discussion, brainstorming, role playing
Week XII	Critical thinking in education, work and daily life	Question and answer, discussion, brainstorming, role playing



Week XIII	Methods and techniques to improve your critical thinking	Question and answer, case study, observation sharing, brainstorming
Week XIV	Philosophical questions/Standards for thinking: ethical thinking, inquiry as the leading method of learning	Question and answer, case study, observation sharing, brainstorming
Week XV	Conclusion of the subject	Conclusion of the subject
Academic policies and code of conduct		
Active participation of students in learning; Participation in discussion, conversation, group work and free expression of opinion; Respecting the lecture schedule, arriving late or leaving without a valid reason is not allowed; Absence in four or more lectures loses the right to enter the exam! Any form of copying or forgery is condemned!		